

# **GAME-BASED LEARNING FOR SPEAKING PRACTICES IN ESL CONTEXTS**

MASTER'S THESIS

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## **Abstract**

Playing games in class is often believed to be an educationally unproductive activity in traditional educational environments, especially in secondary education. Given the great number of studies that support the positive effects of games on learning, an enormous amount of attention from researchers is committed to developing educational games that can be used in ESL classroom to enhance student learning in secondary education. Therefore, this paper aims at improving a conflict identified in a group of 2<sup>nd</sup> of ESO: the lack of activities that encourage the speaking and interacting skills practice due to the fact that English is taught in a traditional way; that is, it is not based on a student-centred pedagogy. This innovation proposal consists of implementing Game-Based Learning activities to motivate English learners to improve their speaking and interacting productive skills for communicative purposes (Talak-Kiryk, 2010) and to provide them with a better knowledge acquisition of the English language (Perotta et al., 2013). Nevertheless, the reliability or effectiveness of this proposal cannot be guaranteed as it was not possible to implement the proposal in the high school it was designed for.

**Key words:** Game-Based Learning, game-based activities, English as a Second Language classroom, speaking and interacting skills.

## **Resum**

Es creu sovint que jugar a jocs a l'aula és una activitat improductiva als entorns educatius tradicionals, especialment en l'educació secundària. Atès el gran nombre d'estudis que avalen els efectes positius l'aprenentatge basat en jocs, una gran quantitat d'atenció dels investigadors es compromet a desenvolupar jocs educatius que es poden utilitzar a l'aula d'anglès com a segona llengua per millorar l'aprenentatge dels estudiants en l'educació secundària. Per tant, aquest treball pretén millorar un conflicte identificat en un grup de 2n d'ESO: la manca d'activitats que fomentin la pràctica de les habilitats de parla i interacció degut a que l'ensenyament de l'anglès sigui de manera tradicional; és a dir, que no estigui basat en una pedagogia centrada en l'alumnat. Aquesta proposta d'innovació consisteix en implementar activitats d'aprenentatge basat en jocs per motivar els estudiants d'anglès a millorar les seves habilitats productives de parla i interacció amb finalitats comunicatives (Talak-Kiryk, 2010) i proporcionar-los una millor adquisició de coneixements de la llengua anglesa (Perotta et al., 2013). No obstant això, no es pot garantir la fiabilitat o l'efectivitat d'aquesta proposta, ja que no va ser possible implementar la proposta a l'institut pel qual estava dissenyada.

**Paraules clau:** aprenentatge basat en jocs, activitats basades en jocs, l'aula d'anglès com a segona llengua, habilitats de parla i interacció.

# 1. INTRODUCTION

Learning and playing are viewed as the opposite of the other, especially when it comes to traditional education. A great amount of time is given to young children to play at school, while these playtime hours are limited on a large scale as we grow up inasmuch as playing games is considered to be a non-serious learning activity that only fits in elementary school learners. This is clearly because the capacities of game-like activities introduced in secondary education still need to be investigated in depth. Games should be considered as a strategy and method in learner-centred pedagogy since they have a remarkable potential and they are useful for language learners of all ages (Lyubenova, 2013) as they are able to meet several curriculum needs (Ghazal & Singh, 2016). Furthermore, games have also to do with motivating and providing students with positive attitudes towards learning, which involves a better knowledge acquisition (Perotta et al., 2013). As a consequence, recent studies have focused their attention on the positive impacts of games for educational purposes; thus, Game-Based Learning (GBL) is a method that has recently emerged in the educational field.

Few researches have been devoted to the implementation of games in ESL classroom in secondary education to meet specific language skills. As a result, this Master's Thesis suggests an innovation proposal aimed at improving a problem detected during the teaching practicum regarding the students' few chances to practice their oral performance due to the traditional method of teaching they are exposed to. Even though *Col·legi Claver* is considered an innovative school, the English subject is still based on following a traditional pedagogy, which does not use strategies to develop learner's critical thinking, problem-solving and decision making. GBL, thus, attempts to foster students' interest in oral activities by helping them gain self-confidence while speaking in English to improve two productive oral skills (speaking and interacting), given the importance of a Competency-based Curriculum in Foreign Languages in the Catalan education.

Regarding the structure of this paper, it is divided into seven sections. Bearing in mind that this is the first section, the second one is related to the contextualisation of the High School where I carried out my teaching practicum. It examines aspects such as the schools building, facilities, and organisation. In addition to this, it is also presented the group class where I would implement my innovation proposal and its identified problem. The third section deals with the literature review based on the benefits of introducing Game-Based Learning (GBL) in the ESL classroom to practice the five language skills (writing, listening, reading, speaking and interacting), and it is

compared to the advantages and disadvantages of implementing Gamification. The innovation proposal can be found in the fourth section, which is focused on its aim, procedure, the game-based activities design and their assessment. The fifth section contains the conclusions presenting a critical viewpoint towards the innovation proposal, which includes its strengths and weaknesses. Finally, sections six and seven offer the references used to conduct this research as well as the appendices where the activities designed for the innovation proposal are included.



## 2. CONTEXTUALISATION OF THE STUDY

### 2.1. The High School

This section is devoted to the description of *Col·legi Claver Raimat*, the high school where I conducted my teacher training and where I would implement my innovation proposal. Firstly, section 2.1 focuses on the high school as a whole; hence, in the first subsection (2.1.1) it is considered the location and physical context of the school as well as its facilities. Then, the school's organisation is presented in subsection 2.1.2 paying a special attention to the English department, the methodology followed in the school and in particular in the English class, and the innovative methodologies used. Subsection 2.1.3. introduces which are the first and second languages taught in the high school. Secondly, section 2.2 deals with the implementation group, which includes a subsection (2.2.1) where the trouble detected in this group is presented.

#### 2.1.1. The School Building and Facilities

*Col·legi Claver* is located in the outskirts of Raimat, a locality in the municipality of Lleida (Catalonia, Spain). I carried out my teaching practicum in this charter school<sup>1</sup> that directly links religious values with its formal education, since it offers a pedagogical model that grows from the essence of Ignatian pedagogy<sup>2</sup>. This is an inclusive school that provides an alternative education mainly based on the students' humanistic and democratic development that seeks personal, social, academic and Christian growth. Its purpose is to accompany all learners in their educational process so as to reach their potentialities, respecting their different learning rhythms and needs.

*Claver* offers different services to its students and personnel. All of them can enjoy a dining room where they have lunch as they do not go home during the midday; yet, there are three different spaces where the school members have lunch. First of all, Infant and Primary students share a dining room, which is located in front of the second dining room where the school's teachers and

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<sup>1</sup> A **charter school** is a school that receives government funding but operates independently of the established state school system in which it is located. Retrieved from [https://en.wikipedia.org/wiki/Charter\\_school](https://en.wikipedia.org/wiki/Charter_school)

<sup>2</sup> <https://www.fje.edu/ca/l-educacio-que-oferim>

other personnel meet at lunchtime. Finally, Secondary students have a different space at their disposal where they have lunch, unlike *Batxillerat* students who stay in the cafeteria. This last-mentioned place has a privileged location, which is one of the cloisters that characterises the school where both students and teachers go during the breaks.

The school does not offer a library: however, there are other spaces with sofas, chairs and desks where students can meet with their classmates to do homework, to work on their projects and to study. There are not any computer rooms since each learner has a computer, which they have to bring every day because they do not use coursebooks except for the language subjects. The high school also has a huge playground divided into different areas where students can play different sports (football, basketball, volleyball...) or just go for a walk amidst the endless pine forest.

### **2.1.2. School's Organisation**

As mentioned above, this high school provides a huge variety of educational levels starting from the Infant school to the Baccalaureate (*Batxillerat*). With regards to secondary education, it provides education for the four grades of ESO as well as four modalities of *Batxillerat* (technology, science, social science and humanities) with between 20 and 25 students in each. More than 1,200 students are currently registered at the school and especially the secondary students' timetable is between 8.10 and 3.45, with 1 hour and 45-minute breaks in total.

The teaching staff is formed by about 150 professional, motivated, innovative and in continuous training teachers that encourage learners' creativity. The teachers always deal with the same grade either of ESO or *Batxillerat* in all the subjects whatever their speciality is. In other words, there are 3 teachers for 60 students in each classroom and each teacher is the tutor of 20 of these students. There are 2 groups per year; for example, there are 2 groups of students from 2<sup>nd</sup> of ESO and when they do specific subjects (English, German, Reading, Maths and PE), they are split into groups of 20.

Since the innovation proposal presented further on is aimed at improving English Language Teaching (ELT), a special attention needs to be devoted to the English department and its organisation. The English teachers of each year have a one-hour meeting every week (which, in the case of the 2<sup>nd</sup> of ESO English teachers, it is on Thursdays) so as to coordinate and organise the grade syllabus. This is the reason why there is not an English department itself, in which all

English teachers meet; nonetheless, only the English teachers of the two groups of students of 2<sup>nd</sup> of ESO meet once a week without having to be in contact with the rest of English teachers from lower or higher years (1<sup>st</sup>, 3<sup>rd</sup> or 4<sup>th</sup> of ESO). Regarding the rest of the specific subjects, the teachers follow the same criteria in order to coordinate them.

Concerning the methodology followed in class every day, the first 15 minutes of the day are devoted to the '*Inici del dia*' (opening of the day) in which the students are provided with some kind of resources (a short story, a song, a video, a quote, etc.) that leads them to reflect on a specific situation or topic in life. On Mondays, the opening of the day starts by sharing what they have been doing during the weekend with the rest of the class. Afterwards, the teacher who is in charge of presenting the opening of the day, has chosen some news that is projected on the whiteboard so students are aware of the relevant facts happening around the world. Finally, the students are provided with contents of each subject that they are going to work on during the week. They also give them a reminder of the exam dates as well as the deadlines of the assignments that they have to deliver that week. The English lesson in particular follows a traditional methodology; that is, by following the activities of the textbook. When the teacher notices that some skills should be practised more, she gives them additional worksheets.

It is also significant to bear in mind the fact that *Claver* is considered to be such a prestigious school since it has developed personalized pedagogical models based on cooperative group projects that focus on real problems through different subjects, which are involved simultaneously. Students build their knowledge from solving specific tasks that are given by the teachers, ensuring the acquisition of the competences and the contents of the curriculum, and boosting their multiple intelligences. Thanks to the coexistence of individual and cooperative work, students develop their personality and learn in a group what they may not be able to learn by themselves.

A model that exemplifies the methodological diversity that the school uses is called "*Projecte Crea*". This project enables students to develop their creativity in the field they have previously chosen (cooking workshop, sewing workshop...) which they share with a group of students that have the same interests. This is a new pedagogical model that positions the learner as the main protagonist (student-centred pedagogical model). In addition, CLIL (Content and Language Integrated Learning) is another innovative methodology used in this school, which is applied in many other European countries. Through this methodology, curricular contents are often taught in English in the cooperative group projects. To give an example, the students of 2<sup>nd</sup> of ESO

carried out a CLIL project in the subjects of Maths and Technology named “*Endolla’t al planeta*” aimed to raise students’ awareness about the generation of electricity, its cost and consumption. In this case, teachers posed a real-life problem and students had to propose a solution by submitting a written document.

### 2.1.3. First and Second Languages

On the one hand, Catalan is the learning language in all pedagogical activities except those which correspond to the second language lessons (English and German). All oral and written activities, teachers’ explanations, textbooks and evaluation activities are conducted in Catalan. Newcomers are served with privileges since some strategies are used in order to help them learn Catalan faster and to encourage their active participation and integration. On the other hand, Spanish is introduced orally in the 1<sup>st</sup> year of primary school and students are able to transfer to this language the knowledge they have already gained in the previous language subjects. Therefore, learners are required to know Spanish in an oral and written level so as to be able to use it properly to communicate and retrieve information, depending on their school level.

Regarding the second languages taught in *Claver*, English is taught at all school levels. Learners are expected to understand it and use it to express simple messages in a given setting. The school also encourages cultural and language exchanges with other countries as it is a member of a European organization of schools (International Education)<sup>3</sup> and it also participates in Comenius projects<sup>4</sup>. Conversely, German is firstly introduced in the 5<sup>th</sup> grade of primary school compulsorily with the aim of getting the children to communicate in simple routine tasks and be familiar with common structural patterns and basic vocabulary. Those students who are regarded as having learning difficulties with English are not forced to learn German as a second foreign language. Instead, they devote this time to strengthen their English knowledge.

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<sup>3</sup> Retrieved from <https://m.claver.fje.edu/es/oferta-educativa/el-proyecto-educativo-del-centro>

<sup>4</sup> The **Comenius programme** is a European Union educational project. It concerns school-level education, and is part of the EU's Erasmus+ 2014-2020 Programme. It aims to help young people and educational staff better understand the range of European cultures, languages and values. Retrieved from [https://en.wikipedia.org/wiki/Comenius\\_programme](https://en.wikipedia.org/wiki/Comenius_programme)

## **2.2. The Implementation Group**

The age group I did my intervention in was 2<sup>nd</sup> of ESO. It is a group of 60 students aged between 13-15 years old and most of them have known each other since their Infant school when they started their educational life. As previously mentioned, these 60 students are divided in 3 groups of 20 students when they do specific subjects such as English. Nonetheless, when they do *Projecte* (that is, during 15 hours a week) the 60 students are all together in the class with their three tutors. In general, all students have an A2 level of English even though it is important to bear in mind that there are two students who follow an individualized plan of the curriculum (one of them takes reinforcement lessons with a teaching assistant). All the students are Catalan and they tend to come from middle and upper-class families from Lleida or different villages or towns around it (e.g. Alpícat, Almacelles, Vilanova de la Barca, Tèrmens, Mollerussa, etc.).

The main reason why I would implement my innovation proposal in this group is due to the lack of speaking and interacting activities that would provide them with a great number of opportunities to participate actively in the English lessons. While a few students showed a great interest in expressing their opinions and thoughts and share them with their classmates while doing role-play speaking activities in pairs, the rest seemed to try to avoid to communicate in the target language, due presumably to a lack of engagement and self-confidence regarding their English level.

### **2.2.1. The Classroom Conflict**

Those speaking activities I could attend helped me realise that the students did not make the most of the few opportunities they had to practice their oral skills, either because they were too routine for them or because they did not want to talk in English due to other reasons. Taking into account the results of these oral activities carried out in the English class, it is necessary to address the students' preoccupation when expressing their ideas in the target language as well as to increase their engagement in this kind of activities. Thereby, some Game-Based Learning activities were designed and implemented in the language classroom with the objective of fostering the learners' engagement in oral activities and helping them gain self-confidence in English speaking and learning. By adopting a GBL strategy, students do not worry if they perform poorly because they feel as they are just playing a game while they are also practicing their English, although they may not be fully aware of it. In short, well-planned game-based activities

that are focused on improving the oral communication allow learners to improve their speaking and see the progress they have made.

### 3. LITERATURE REVIEW

The present chapter presents the existing literature on the characteristics and impacts of the following two methodologies: Game-Based Learning (GBL) and Gamification on learning and teaching. On the one hand, section 3.1 is focused on the characteristics and objectives of GBL in the educational field, while section 3.2 deals with applying this methodology in the ESL context. Then, subsection 3.2.1 highlights the positive outcomes of implementing this methodology in the ESL classroom for the five-language skills practice. On the other hand, section 3.3 provides an overview of the research on Gamification in ESL and it is divided into two subsections: 3.3.1 gives an emphasis on the advantages and disadvantages of introducing the gamification method in the ESL class, whereas subsection 3.3.2 is based on the differences between GBL and Gamification.

#### 3.1. Game-Based Learning in Education

Nowadays, the field of education is showing an increasing interest on GBL as an innovative methodology that is taking place in some secondary schools; however, it is not still a widely implemented methodology although the potentials it may provide. Following Vygostky's (1978) cognitive development theory presented in the subject *Aprenentatge i Desenvolupament de la Personalitat*, human beings learn to reason and gain individual and collective consciousness via social interaction. As argued in *Innovació Docent i Iniciació a la Investigació Educativa de Llengües Estrangeres*, games are considered an innovative proposal in language teaching that play an important role in learners' cognitive development, so GBL methodology is based on the use of game-like activities in order to both teach and evaluate the knowledge that students have gained. The main reason is that, if students have a good domain of the game, they automatically dominate the language skills and knowledge (Farber, 2014; as cited in Ghazal and Singh, 2016).

As Ghazal and Singh (2016) state, this methodology offers a different and practical educative experience that motivates learners, helps them being autonomous, improves their social, critical and problem-solving skills, provides teachers with specific information to detect students' weaknesses and strengths, and it enhances creativity. In this line, it can be assumed that GBL also provides students with broader knowledge acquisition, motivation, engagement, better attitudes towards learning (Perotta, Featherstone, Aston & Houghton, 2013) and critical thinking, group communication, debate and decision making (Pivec, Dziabenko & Schinnerl, 2003; Mercer, 2013).

In his study, Bogost (2011) emphasizes that GBL offers learners an opportunity to become involved in topics or ideas that may take place in real-life situations. Thus, students can get experience from exercise choice and control (Perotta et al., 2013) over a virtual reality that has no consequences in real life; that is, they follow certain rules so as to take decisions or do actions that have some consequences. In addition to this, Perotta et al. (2013: 7) affirm that “players act according to the rules determined by [the] internal logic [of the game], which means that each choice you make in the game has a specific effect”. In this sense, players explore the possibilities and limits of each game and failure encourages them to continue playing as their mistakes are essential for a better success.

Bearing in mind the digital age we are living nowadays, another positive outcome of introducing GBL in the academic field is the fact that it enables educational centres to take full advantage of technology in the classroom (Ghazal and Singh, 2016) since using ICT brings an efficient and effective teaching learning process. This idea is supported by Lister (2015), who provides readers with a different perspective of using technology in class, pointing out that there is an extremely high acceptance by students to bring their own devices and use ICT technologies in general. Unfortunately, there are still many schools that have limited access to technology or do not enjoy these technological advances because they cannot afford them. This may not cause any disadvantage because of the large learning potential of non-digital games, which do not require any electronic device at all (Ghazal and Singh, 2016).

As mentioned above, the implementation of this method in the educational setting has increasingly been taken place throughout the last years as there are a great number of studies that support the positive outcomes of games on learning and teaching. However, evidence on this topic is still needed as it is not much clear how it should be implemented so as to be a successful practice in secondary education, as well as to make clear in what ways it may lead to positive learning outcomes concerning the ESL language skills.

### **3.2. Game-Based Learning in the ESL classroom**

As Lyubenova (2013) states, language education has to consider games as a good strategy and method for all ages since they are useful for learners to practice and use the target language with a practical purpose. The learners are provided with meaningful situations in which they are motivated to train the second language (ibid, 2013). That is, students are given the opportunity to



practise all language skills (reading, writing, listening, speaking and interacting) at the same time that they are encouraged to use the language without restraint, either to express an opinion, an agreement/disagreement, or to show comprehension.

Therefore, it can be seen that “language games are connected with notion of information and opinion gap” (Lyubenova, 2013: 9), and this idea can be contrasted with nowadays ESL lessons in which there is still a lack of information gap and a little interest on learners’ opinions. As a consequence of this, learners are not stimulated to use the target language so as to look for the best way to express their ideas and opinions because their teachers tend to show more interest on how students say something (form), rather than on what they say (content) (ibid, 2013).

Giving the importance of a learner-centred pedagogy, GBL allows students to participate in class in an active way by rising their viewpoints once the teacher presents the game-based activity (Ghazal and Singh, 2016). As a consequence, it is said that this methodology leads students’ opinions to take an important role during the subsequent class discussion in which learners reflect on their general experience with regards to the game (ibid, 2016).

In their research, Pivec et al. (2003) highlight the essential steps to design a game, which leads students to a successful GBL opportunity as illustrated in Figure 1. First of all, teachers have to reflect upon the didactical approach by focusing on the learning objectives their students are asked to learn. These researchers point out that it is relevant to consider that making mistakes in games is considered as an interactive learning technique since players receive feedback in the form of action and they become more motivated to continue trying. Second, they also point out that the goals of the activities should be clearly defined; on the one hand, the game challenge should be linked to a higher skill level and, on the other hand, there should be a link between actions and feedback so players can evaluate their decisions. Lastly, they suggest that successful learning takes place when teachers follow the constructivist learning theory as “learners are active participants in knowledge acquisition, and engaged in restructuring, manipulating, re-inventing, and experimenting with knowledge to make it meaningful, organized, and permanent” (ibid, 2003: 5). In other words, learners’ construction of knowledge of the world is mainly based on their own experiences.

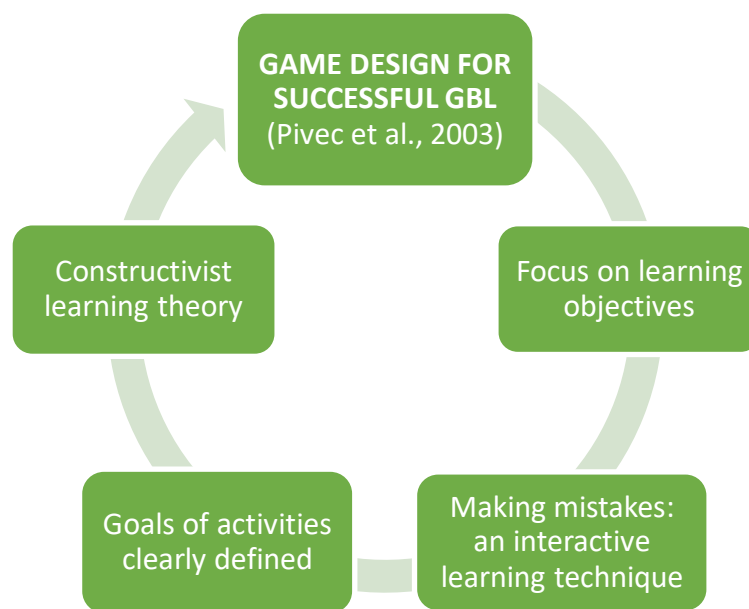


Figure 1. Steps to design a game for successful GBL opportunities (Pivec et al., 2003).

### 3.2.1. Game-Based Learning in ESL for language skills practice

The results of Reinders and Wattana's (2014) research outcomes show that digital game-based language learning increase students' affect and willingness to practice and use the L2. As a consequence of this, apart from providing students with realistic scenarios that lead students to involvement, games have also a positive effect on their performance with regards to the five different skills: (a) writing, (b) reading, (c) listening, (d) speaking and interacting, as stated below. That is, while playing digital games, learners may practice a given skill with the aim of learning (ibid, 2014).

#### 🎨 Writing Practices

According to Allen, Crossley, Snow and McNamara (2014), language learners face a more cognitively complex task while writing in the L2 than in the L1 as it requires lower-level writing features (e.g. lexical access and syntactic construction) and higher ones (e.g. coherence development, fluency and familiarity with the target language). Notwithstanding the difficulty it requires, developing target language writing proficiency has a great importance on students as it is a sign of their academic and professional success (Geiser & Studley, 2001; Light, 2001; Powell, 2009; as cited in Allen et al., 2014). Since writing strategies instruction requires prolonged

practice, it is also relevant to take into account that these repetitive practices may lead to disengagement from the task (Pogrebnyi, Prasad, Alsadoon, Singh & Elchouemi, 2016). This is the reason why using digital games for educational practice is considered to be a useful “method for increasing students’ motivation, engagement, and persistence throughout training” (Barab, Gresalfi, & Arici, 2009; Corbett & Anderson, 2001; Gee, 2005; Malone & Lepper, 1987; Shaffer, 2007; as cited in Allen et al., 2014: 127).

There is an intelligent tutoring system named Writing Pal (W-Pal) which entails educational games that provide students with writing strategies instructions to increase the number of opportunities for writing practice, as well as their positive attitude towards it (Allan et al., 2014). It not only gives students the chance to write essays, but it also provides them with formative feedback to improve their quality and to submit an improved version to receive a new score. W-Pal is based on eight strategy modules that are devoted to the practice of specific components of the writing process (see Table 1 below). Students are asked to watch instructional videos and, afterwards, to play educational mini-games with the purpose of practising those strategies that they have learnt while watching the videos. Table 1 below also contains a list of the W-Pal practice games that it offers in each of its eight modules.

MODULE	PRACTICE GAMES
<b>FREEWRTING</b>	<i>Freewrite Flash</i>
<b>PLANNING</b>	<i>Mastermind Outline</i> <i>Planning Passage</i>
<b>INTRODUCTION BUILDING</b>	<i>Essay Launcher</i> <i>Dungeon Escape</i> <i>Fix It</i>
<b>BODY BUILDING</b>	<i>RoBoCo</i> <i>Fix It</i>
<b>CONCLUSION BUILDING</b>	<i>Lockdown</i> <i>Dungeon Escape</i> <i>Fix It</i>
<b>PARAPHRASING</b>	<i>Adventurer’s Loot</i> <i>Map Conquest</i>
<b>COHESION BUILDING</b>	<i>CON-Artist</i>

	<i>Undefined &amp; Mined</i>
<b>REVISING</b>	<i>Speech Writer</i>

Table 1. W-Pal Modules and Corresponding Mini-Games (Allan et al., 2014).

### **Reading Practices**

English proficiency does not only require language learners to develop one skill such as writing as commented in the previous lines, but it also has to do with developing other skills (reading, listening and speaking and interacting) as well as elements such as vocabulary learning. In their investigation, Wu and Huang (2017) emphasize the relationship between the vocabulary knowledge and the writing, listening and reading ability and performance, and the importance of implementing video games to reinforce the previous skills effectively.

The main reason why video games are enablers of language skills' improvement is that they are interactive and they increase student's motivation and engagement in English language learning. All GBL activities focused on improving the learners' reading strategies give students the opportunity to be familiarised with specific vocabulary; hence, they may become proficient in English vocabulary by playing games, which turns to be formative assessment (Wu and Huang, 2017).

### **Listening Practices**

Increasing the practical opportunities of ESL in real contexts throughout efficient approaches has a great relevance to improve students' English learning outcomes (Liu & Chu, 2010). In their research, Liu and Chu (2010) highlight that the use of language learning strategies (LLS) is an important factor that beneficially contributes to a more effective, faster and easier language learning. Following Oxford (1990), the previous researchers state that there are two types of LLS: direct strategies (memory, cognitive and compensation strategies) and indirect strategies (metacognitive, affective, and social strategies).

To support the English learning process, there are several mobile computing technologies that may be used to encourage and motive language learners. In this study, Handheld English Language Learning Organization (HELLO), which involves "various educational strategies, including ubiquitous game-based learning, collaborative learning, and context-aware learning"

(ibid, 2010: 630) was introduced into an English speaking and listening course in the form of learning activities. This study had positive outcomes not only because it demonstrated that there was a positive relationship between motivation and learning outcomes, but it also showed students' satisfaction towards the effects of such an enjoyable experience because of several reasons: (1) they were provided with opportunities for language practice in a real context; (2) they gained learning motivation; and (3) they also gained confidence (ibid, 2010).

### **Speaking and Interacting Practices**

As discussed in *Aprenentatge i Ensenyament de les Llengües Estrangeres*, the main aim when learning a language is to use it both in a functional and meaningful way so as to reach an effective communication even though this seems to be often neglected in EFL. In most of the Spanish high schools, students are given limited chances to communicate bearing in mind that there are about 25 students per teacher in a class. Therefore, GBL in the English lessons is an alternative to maximize the amount of time that students have to use this target language and to make use of the language in an authentic situation. Without enough opportunities for learners for speaking guided and independent practices, they will not be able to communicate effectively (Talak-Kiryk, 2010) and, what is more, if there is not much interaction among language learners, this has as a consequence a teacher-centred language lesson. Thus, language acquisition requires interactive activities in which students find a communication gap, which they have to overcome by practising negotiation.

As mentioned above, apart from stimulating interactivity (ibid, 2010) and developing social skills (Dichev, Dicheva, Angelova & Agre, 2014), students are asked to work collaboratively through games so they can learn from each other while determining and discussing about the best answer. To conclude this section, implementing GBL in English teaching has a positive effect on English language learners as they improve their language skills ability to memorise English skills, which they can apply afterwards to the real world (Pogrebnyi et al., 2016).

### **3.3. Gamification in ESL**

It cannot be denied that computer games are increasingly part of the quotidian activities of secondary students as they have been proven to be reinforce their motivation and learning. According to Dichev and Dicheva (2015: 1), gamification in education consists in “[introducing]

game elements, [game mechanics] and gameful experiences in the design of learning processes” in non-game contexts. The reason for applying gamification in the educational setting is to involve students in productive learning experiences and a general positive behaviour change (ibid, 2015) by introducing entertainment and excitement in the class (Dichev et al., 2014).

Gamification of learning enables learners to bear in mind the progress they are making by providing them with precise and immediate feedback (ibid, 2014). The previous researchers state that the liberty to fail in gamification has to do with formative assessment. Thus, learners feel more comfortable when playing as they can modify their actions by trial and error to ensure the challenges overcoming, ability gain and socialisation with other learners (ibid, 2014). By giving players reasons why their answer is right or wrong, students are provided with transformational informative feedback as they are able to see their success instantly.

As previously considered in the GBL methodology, this method also provides learners with a scaffolded learning. The idea is “to structure learning in carefully planned increments in order to increase the engagement and subdue feelings of helplessness and disorientation” (ibid, 2014: 91). In gamification, it is important to focus learners’ attention on a specific goal and, for this reason, they have to be familiar with the goals, the possibility of actions they may perform as well as their action consequences. As learners achieve a goal and their skills grow, the difficulty of the following goal should be gradually adapted to the level of the learners’ mastery so as to avoid they anxiety and boredom in case it is too difficult, easy or repetitive.

### **3.3.1. Advantages and disadvantages**

As any other method, using gamification in the classroom has positive and negative aspects to bear in mind. Following the research of Bicen and Kocakoyun (2018), some aspects of gamification that may be considered as advantages would be that it is mainly fun and competitive. The fact of competing among classmates leads students to study harder and to increase their participation in class. Even though the participants of their study were undergraduates, they emphasised that “the competitive environment created many positive feelings, including excitement, desire for class participation, and an eagerness and willingness to come to class” (Bicen & Kocakoyun, 2018: 86). Students also reported enthusiasm, ambition, and self-confidence regarding the fact of achieving higher scores. Finally, they also showed a positive

attitude when attending the lessons, as they were asked to use their own technology devices or other computers in the classroom.

On the other hand, gamification has unavoidable disadvantages stated as follows. The participants of Bicen and Kocakoyun's study (2018) reported that the most significant trouble they had had were internet connection problems, which resulted as several problems in participating actively in class. These internet interruptions did not give learners the chance to answer some questions that they already knew and they could not even answer some questions as their devices got frozen. Another disadvantage that should be considered is the fact that the number of characters used for questions and answers is not limited; thus, "end-to-end questions (...) [and] open ended answers" cannot be introduced (ibid, 2018: 87).

### **3.3.2. Difference between Gamification and GBL**

Heretofore, it is much clear that both methods make use of games in non-entertainment environments; however, there is a slight difference between them with regards to the way games are introduced in each method. On the one hand, *Gamification* introduces game mechanics in a non-game context aimed at driving students to the learning contents and promoting a positive behaviour towards the learning process (Dichev & Dicheva, 2015) by turning the learning process as a whole into a game. That is, it encompasses the incorporation of game elements as a method of instruction to take advantage of the motivation that a game setting provides (Lister, 2015; Dichev & Dicheva, 2017). On the other hand, in *GBL* game elements and activities are used as boosters to teach a specific skill or learning objective as a part of the learning process, and it involves challenges and problem-solving situations that provide players with a sense of success (Qian & Clark, 2016). In this line, Chen and Law (2016) support the idea that this method helps students consolidate their knowledge through practice.

Both methodologies fit with the Catalan Curriculum for ESO as they are used to develop the students' communicative competence in EFL. The curriculum states that the knowledge is constructed on the basis of the interaction with the environment, and that this knowledge is facilitated by the digital competences. These competences can be found in the key contents of the linguistic competences. Therefore, in the case of the oral dimension competences, students are required to be able to use communication systems and digital work environments for collaborative learning, personal learning files (digital portfolios), and digital dictionaries and other

electronic tools (spell checkers, translators, glossaries, etc.). Finally, taking into account that the purpose of this paper is to examine the introduction of game-like activities to improve a specific skill (speaking) rather than game mechanics as a learning technique in the ESL classroom, GBL is the method that will be used. The main idea is to use game-based activities so as to enhance students' motivation, which will have as a consequence the improvement of their oral performance in the target language.



## **4. INNOVATION PROPOSAL**

### **4.1. Aim of the Innovation Proposal**

As previously mentioned, considering my experience during the observation period in the class of 2<sup>nd</sup> of ESO in *Col·legi Claver*, it cannot be denied that there is a lack of engaging opportunities for speaking and interacting practice. Hence, as discussed in *Aprenentatge i Ensenyament de les Llengües Estrangeres*, education should help students be competent; that is, to be able to deal with different social situations of the world. More specifically, the Catalan Curriculum for ESO asserts that students should acquire three main key competences in English, which are: (1) to be able to use the language to communicate with the world; (2) to be able to emphasise with others; and (3) to awaken their curiosity for other languages and cultures.

Thereby, the purpose of the present chapter is to include Game-Based Learning activities in the ESL classroom with the aim of fostering the students' engagement in oral activities to help them improve their self-confidence when speaking in English; giving them opportunities to practice their speaking and interacting skills; and helping them become English competent speakers. As a consequence of this, these activities are focused on practising the oral "dimension" competences of the Catalan Curriculum for ESO. Subsection 4.2 deals with the procedure of the Game-Based Learning activities designed to be implemented in the aforementioned class, meanwhile subsection 4.3 is devoted to the design of these game-like activities. Finally, subsection 4.3.1. focuses on their characteristics and assessment.

### **4.2. Procedure**

Since it is needed a long time to obtain reliable and valid outcomes, this innovation proposal is planned to be implemented during the first term in the 2<sup>nd</sup> of ESO group. In case the results were positive, there could be an implementation for the second and the third term. It is also necessary to keep in mind the timing, content and distribution of the game-based activities which the students would be exposed to. First of all, the aforementioned students attend three English lessons per week, which last between 50 and 55 minutes. Secondly, these game-based activities would be introduced the first half part of the last lesson of the week, bearing in mind that the idea is to work on language aspects while stimulating interactivity (Talak-Kiryk, 2010) to avoid students' boredom

and to provide them with a more practical learning by developing social skills (Dichev et al., 2014). Finally, this proposal is mainly based on Unit 6 called *Get a Head Start* from the students' textbook *SpeedUp*; therefore, the activities presented are related to this unit's context.

### **4.3. Game-Based Learning Activities**

The activities designed for this innovation proposal are in agreement with Pogrebnyi et al. (2016) and Lyubenova's (2013) claim concerning the importance of introducing game-like activities in the ESL classes as they are meant to be useful for students to use the target language with a practical purpose and without restraint. Likewise, these activities include game design elements to foster a meaningful learning by supplying them with curiosity, challenges, clear objectives, player control, and competitive and collaborative attitude regarding the activities (Qian & Clark, 2016). Therefore, the main interest in designing game-based activities for this innovation proposal is the goal of engaging the learners in language learning experiences so as to improve their language skills, which they may employ to the real world in a near future (Lyubenova, 2013; Pogrebnyi et al., 2016).

Following *Aprenentatge i Ensenyament de les Llengües Estrangeres* and given the importance of implementing activities that involve communication to promote language learning (Fithriani, 2019), the following game-like activities are considered communicative. That is, they are effective communicative oral activities as they include two important criteria, which are motivation and communication. Mistakes are necessary to improve language skills so students are motivated to speak freely without focusing on form, and they enjoy at the same time as they are able to show the knowledge of English language that they have. Additionally, there is both meaningful and authentic communication due to the fact that learners are given chances to deal with an information/opinion gap that has a relation to the real world, which gives them rise to a desire to communicate focusing on the message and using a varied language. Also, there is no teacher intervention and materials control.

The following activities are primarily oriented towards enhancing two specific productive language skills, which are speaking and interacting, although some of them are simultaneously designed to revise vocabulary and grammar structures that take part in the content of Unit 6. Students are encouraged to work collaboratively through idea thinking and sharing to achieve an objective, since interactivity helps them learn together (Talak-Kiryk, 2010) and improve their relationships

with others (Dichev et al., 2014). Each game contains a set of rules that should be followed in order to reach its goals. The students are also provided with constant and instant feedback that enables them to improve their performance concerning the post-activities they are asked to conduct afterwards. All in all, playing these games has positive outcomes on students as they feel motivated and encouraged to use the English language in class without restraint while they have scope to improve their oral skills.

#### **4.3.1. Game-based Activities: Characteristics and Assessment**

As discussed in *Aprenentatge i Ensenyament de les Llengües Estrangeres*, all the activities adopted to develop any type of language skill must have pre-, while- and post-tasks. The games introduced in this innovation proposal are while-tasks used to enrich understanding and production, which should be preceded by pre-tasks to activate previous knowledge, as well as followed by post-tasks to make students reflect on a specific linguistic competence or topic. Hence, once the language learners have been introduced to the pre-tasks to build their previous knowledge related to the topic, the games designed could be implemented as while-tasks in which they are given the opportunity to produce what they have understood in order to be prepared to perform the post-tasks.

Concerning assessment, and as argued in *Aprenentatge i Ensenyament de les Llengües Estrangeres*, its purpose is to show students' weaknesses, but specially their strengths to allow them move forwards on their learning progress. It is also necessary to help teachers obtain continuous information about students' learning progress and evolution (Little, 2006) with the aim of discovering whether the academic objectives are being achieved optimally, and thus, being able to adapt and redefine the objectives and the teaching practice (Hedge, 2000). In this innovation proposal, therefore, each game-based activity includes a post-task assessed by means of self and peer-assessment instruments (see Appendices 7.2.1, 7.2.2, 7.2.3 and 7.2.4), which would lead to students' oral performance improvement (formative assessment), as well as a teacher's rubric (see Appendix 7.2.5) to assess students' second oral performances version (summative assessment). The idea is to benefit students with the ability of assessing themselves as well as their peers, bearing in mind that the results of this practice will be positive for two main reasons: learners will gain speaking practice and they will be benefited from cooperative learning, since they will help one another to build and foster their speaking abilities (Fauzan, 2016).

On the one hand, the game *A Blast from the Past* is aimed at practicing the “used to” grammar structure in a non-threatening context. It is a game that employs a competitive game element which could contribute to the students’ positive perspective regarding grammar learning turning it into an enjoyable experience (Fithriani, 2019). After playing the game, students would be asked to conduct a post-task in pairs in which they would have to show each other more than six different old photos from when they were younger. The speaker would be asked to give plenty of information about his/her childhood and the listener would be allowed to take notes about what s/he says. Each of them would be asked to record their voices with their computers while describing his/her classmate’s childhood and use the audio recording in voice-in-off and the classmate’s photos to make a video using a video editor (i.e. Movie Maker). As reflected in the post-task, this game would also foster students’ feeling of usefulness and authenticity as they are able to apply what they have learnt in a real-life situation (Pogrebnyi et al., 2016), as well as their engagement, bearing in mind that they are provided with a realistic scenario (Reinders & Wattana, 2014), they deal with a topic of their interest, and they make use of their computers (Lister, 2015).

With regards to the post-task of the previous game, the students would be both evaluated through formative and summative assessment respectively; that is, they would be given feedback through self-assessment to improve his/her first performance in the voice recording (see Appendix 7.2.3) and, afterwards, they would be given a final mark (see Appendix 7.2.5) by the teacher. Consequently, the students would become aware of what the educational objectives are to be able to participate actively in their learning progress (Bernaus & Nussbaum, 2001; Harmer, 2007).

On the other hand, *Guess the Scene* particularly focuses on fostering students’ interacting skill by working on its subskills (i.e., turn taking, cooperative strategies, asking for clarification, checking comprehension, fluency and accuracy). According to Chen and Law (2016) and to *Aprenentatge i Desenvolupament de la Personalitat*, the fact that students are asked to discuss about the best title for each scene in groups would benefit them inasmuch as they would co-construct knowledge and negotiate meaning (Mercer, 2013). Through this game, students would improve their social skills, problem-solving skills, critical thinking (Dichev et al., 2014; Ghazal & Singh; 2016), and they would develop their oral communication skills and interpersonal skills (Mercer, 2013).

The post-activity that the students would be asked to carry out after the while-activity *Guess the Scene* is a Picture Dictation. The purpose is to draw a picture (e.g., of their favourite film or series

scene) and to describe it to the his/her classmate as he/she is paying special attention to the description and drawing it simultaneously. Once they finish, they change the roles (the speaker is the drawer and the other way round). They would be given a peer-assessment checklist (see Appendix 7.2.2) that they would have to fill in while reflecting on their classmate's performance. Afterwards, they would be asked to record their voices in the second opportunity that they would be given to improve their performance and their teacher would assess them through a rubric (see Appendix 7.2.5).

The *Noughts & Crosses* game introduces grammar aspects such as some modal verbs in a practical way by motivating students and helping them be autonomous (Ghazal & Singh, 2016). According to Qian and Clark (2016), the competitive game element introduced in the game would involve a challenge and problem-solving situation that would provide students with a sense of success. It would be evaluated through the peer-assessment checklist to emphasise students' weaknesses and strengths. Afterwards, they would be asked to create their own game and to do a two-minute oral presentation in which they would explain it, by reasoning their choice concerning the type of game, its learning contents and its rules. In this oral presentation they would work on the contents they learnt and practiced while playing the game and they would apply this knowledge on their own game design. Students would also be engaged in the post-task as they would be told that they would play the most voted game at the end of the learning unit. So, as discussed in *Aprenentatge i Ensenyament de les Llengües Estrangeres*, they would feel enthusiastic about the idea of doing something with their post-task and, as Ghazal and Singh (2016) state, designing their own games fosters students' creativity. The learners' oral presentation would be assessed through formative and summative assessment respectively, by means of a peer-assessment checklist (see Appendix 7.2.1), which would be filled in groups of three or four, and the teacher's rubric (see Appendix 7.2.5).

The fourth activity *Running Dictation* covers all five-skills in an active and challenging way and it fosters curiosity and motivation on students (Qian & Clark, 2016) as they compete in groups of three, four or five people. The students would also be exposed to a text based on real facts with clear examples of those modal verbs learnt in Unit 6. Through its dictation, the students are practising listening, writing, spelling and punctuation skills while they are having a good time. The last part of the activity consists of answering a challenging question that should be discussed in group. Therefore, as mentioned in *Aprenentatge i Ensenyament de les Llengües Estrangeres*,

they would develop interacting subskills such as turn taking, cooperating strategies, asking for clarification, checking comprehension, fluency and accuracy.

The post-task would require students to make groups of four that would be given four dices (one for each student) with different situations (e.g., a person with a fever and a stuffy nose). They would have to roll the dices and make a coherent story in front of the rest of the class on the basis of the dice situations, which would have to last for one minute. First, students would be given a self-assessment checklist (see Appendix 7.2.4) to evaluate their group performance so as to improve it before telling their classmates their story. Then, they would be assessed by the teacher using a rubric (see Appendix 7.2.5); thus, they would be assessed through both formative and summative assessment anew.

Finally, the last game-like activity would provide students with the vocabulary of the unit. The *Vocabulary Wheel* is a competitive game played in two large groups and it is based on explaining a particular concept to the rest of the classmates. There is a communicative purpose and desire as in any GBL competitive activity, and students are free to use a variety of language. Regarding the post-task, learners would be asked to be in groups of four or five and to think of an uncommon sport played around the world (or to invent one) and to present it in a four-minute oral presentation. Each student would be given a different role (presenter, resource investigator, organiser and time keeper, actor/actress) so the differences in their English level would not be a trouble as the teacher would be able to get the most out of the multilevel class through strategic interaction. Also, they would be motivated to work on this topic as they would be allowed to talk about any of the sport's characteristics (rules, equipment, etc.).

This practice would also involve cross-curricular competences that would allow students be able to see the relationships between their learning in different subjects in a single situation, as the Catalan Curriculum for ESO states. In this case, they would be filmed by the teacher and they would be asked to watch the video to evaluate their classmates through a self-assessment rubric (see Appendix 7.2.4). Each group would be given a second chance to improve its performance and send the video to the teacher who would evaluate this second performance by means of a rubric (see Appendix 7.2.5). All in all, learners would be introduced to game-like activities that would assist them in developing their speaking and interacting skills and that would contribute them to carrying out a successful post-task, which would be evaluated through both formative and summative assessment.

## 5. CONCLUSIONS

This dissertation aimed at giving students motivational opportunities to practice their speaking and interacting skills in the ESL lessons through the implementation of the innovative Game-Based Learning method, given the importance of a Competency-based Curriculum in Foreign Languages (that is, developing critical thinking and problem solving, imagination and creativity, digital literacy communication and collaboration, learning to learn, and citizenship). Moreover, it was also focused on making them willing to use ESL confidently communicatively and naturally in a non-game and non-threatening context by providing them with meaningful and entertaining learning experiences.

This Master's Thesis can be considered relevant due to the fact that it may positively contribute to the improvement of the previously mentioned detected problem as follows. First, during the first three weeks of my teaching experience I was given the chance to introduce some game-like activities. As a result of this, I was able to consider students' approval towards the games and their positive attitudes as well. Second, it is important to take into account the fact that the game-activities designed in this proposal have all the essential elements to be implemented in an ESL setting fruitfully, and to provide learners with an effective language learning experience. Third, an entire school term would be long enough to examine if learners are still motivated and encouraged to follow this method in the long-term by providing even more reliable and valid results.

A strength of implementing this innovation proposal would be the fact that the number of participants seems to be enough in order to obtain more valid and reliable outcomes as they are 60 in total (who are divided into groups of 20). Also, it seems that students' high acceptance of game-based activities in the English class would foster their willingness to focus the last English lesson of the week on games, and their active participation as well. However, as a result of not being able to implement this innovation proposal, its efficacy remains hypothetical; hence, there is a weakness that cannot be unnoticed. There is a need to obtain reliable and valid evidence regarding learners' viewpoint towards the GBL activities' implementation. It would also be interesting to assess their effectiveness with reference to the learners' learning progress. Thus, it cannot be denied that it would be relevant to conduct further research on this topic to be able to obtain more broad-based findings, bearing in mind that the lack of reliable data available. Some of this research's limitations would be owing to the restricted access to the high school's information, its language teachers and students, so no data could be collected.

The Master's subjects have significantly contributed to the development of this innovation proposal. On the one hand, *Aprenentatge i Ensenyament de les Llengües Estrangeres* offered me knowledge on the most effective way to learn a foreign language and on how to develop the foreign language competencies on students, while *Innovació Docent i Iniciació a la Investigació Educativa de Llengües Estrangeres* provided me with useful knowledge and resources to design teaching innovation actions in secondary schools to improve students' motivation, and with basic knowledge to write a teaching innovation project. On the other hand, *Aprenentatge i Desenvolupament de la Personalitat* furnished me with crucial knowledge about students' characteristics and their social and cognitive development. To sum up, I have learnt what aspects should teaching and learning practices involve together with other useful processes to help students be engaged with the English classes by providing them with meaningful learning settings.

In conclusion, both the design of this innovation proposal and the Master's subjects had a positive impact upon my professional career, since I have acquired knowledge about how to identify a classroom conflict in order to design possible solutions with the purpose of not only enhancing my teaching process, but also the students' learning process to achieve their learning needs. This dissertation, therefore, has helped me (1) learn about the Game-Based Learning method, which I will definitely introduce in my future English lessons; and (2) examine its practical application in a particular environment.



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## 7. APPENDICES

### 7.1. APPENDIX 1: Game-Based Activities

#### 7.1.1. A Blast from the Past<sup>5</sup>

##### Rules of the game

##### **Preparation**

Make one copy of the cards for each group and cut as indicated. Play in groups of three. Each group has a set of cards placed face down in a pile on the desk.

##### **Procedure**

Player A takes a card and reads out the topic (e.g. food). He/she tells his/her classmates something about this topic by describing how food was different in the past for a minimum of 30 seconds. Players B and C are responsible for timing the speaker and awarding points. When Player A has finished his/her description, it is Player's B turn to follow the same procedure. Finally, Player C defines his/her card topic and it is Player's A turn again. If the speaker talks for less than 30 seconds, no points are scored. If the speaker talks for one minute, s/he wins two points.

##### **How to win**

The student with the most points at the end is the winner of the game.



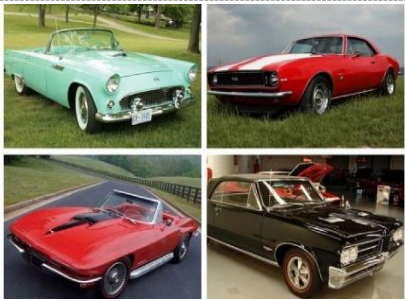









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<sup>5</sup> Activity. Adapted from *Teach-This: Fun and Engaging ESL Activities, Games and Worksheets*. Originally created by Paul Adams, 2012, Hong Kong.

### Game characteristics

<b>Level</b>	A2-B1
<b>Time</b>	15 minutes
<b>Interaction</b>	Groups of 3 players
<b>Aims</b>	To talk about how different things were different in the past.
<b>Competences</b>	Competence 1. To obtain information and interpret oral texts from everyday life, the media and the academic field.  Competence 2. To plan and produce oral texts of diverse typology suitable for the communicative situation.
<b>Key contents</b>	<ul style="list-style-type: none"><li>- Oral production strategies: compensation, formulas for the beginning, maintenance and completion of the oral text. Semi-formal texts, unplanned, face-to-face.</li><li>- Oral comprehension strategies: identification of key words and expressions; anticipation and formulation of hypotheses based on prior knowledge of the situation, inference.</li><li>- Oral interaction strategies: supply clarification, self-correction.</li><li>- Rules of respect in oral interactions: basic linguistic formulas of courtesy.</li><li>- Pragmatics:<ul style="list-style-type: none"><li>o Language functions.</li><li>o Descriptive and argumentative text genres.</li></ul></li><li>- Lexis and semantics:<ul style="list-style-type: none"><li>o Usual and specific vocabulary from the academic field, and from topics of personal and general interest.</li><li>o Synonymy, antonymy, derivation, composition.</li><li>o Prefixes and suffixes.</li></ul></li><li>- Morphology and syntax:<ul style="list-style-type: none"><li>o Connectors, textual markers, punctuation marks.</li><li>o Compensation strategies: synonymy, periphrasis, paraphrase.</li><li>o Sentence structure.</li></ul></li></ul>

## Game cards

 <p><b>Computers</b></p>	 <p><b>Clothes</b></p>	 <p><b>Cars</b></p>
 <p><b>Education</b></p>	 <p><b>Mobile phones</b></p>	 <p><b>Films and cartoons</b></p>
 <p><b>Communication</b></p>	 <p><b>Families</b></p>	 <p><b>Housework</b></p>
 <p><b>Work</b></p>	 <p><b>Evolution of money</b></p>	 <p><b>Children's preferences</b></p>

### **7.1.2. Guess the Scene**

#### **Rules of the game**

##### **Preparation**

Make groups of 4/5 players. Each group is arbitrarily given a set of pictures with five different scenes and they are placed face down on the desk. Each group needs a piece of paper and a pen.

##### **Procedure**

All the members of each group have five minutes to discuss about the best title for each of the five scenes that they are given and they must write them down on a piece of paper. Then, Group 1 shows a particular picture to the rest of the groups and writes on the blackboard the 5 titles that they chose for all the scenes. Groups 2, 3 and 4 are asked to guess what the best title is for that particular scene. If their answer is correct, they win two points. If their answer is incorrect, they lose one point. The teacher is in charge of awarding the points of each group. Afterwards, Group 1 shows its second picture to the rest of the groups and they have to guess its title again. Once this group has finished, it is Group's 2 turn and so on, until all the groups have shown their scenes.

##### **How to win**

The group with the most points at the end is the winner of the game.

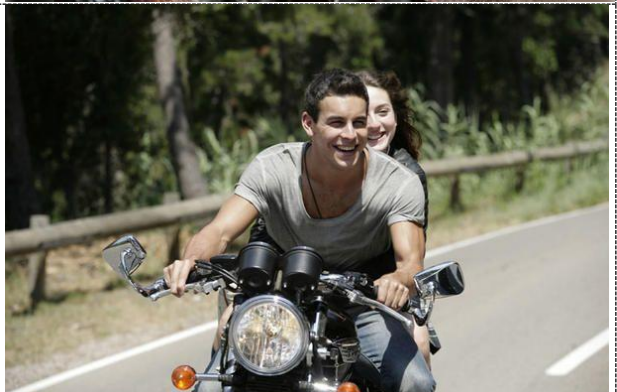
### Game characteristics

<b>Level</b>	A2-B1
<b>Time</b>	15-20 minutes
<b>Interaction</b>	Groups of 4-5 players
<b>Aims</b>	To negotiate the title that fits the best to different scenes by means of group interaction and discussion.
<b>Competences</b>	<p>Competence 1. To obtain information and interpret oral texts from everyday life, the media and the academic field.</p> <p>Competence 3. To use oral interaction strategies in accordance with the communicative situation to initiate, maintain and finish the discourse.</p>
<b>Key contents</b>	<ul style="list-style-type: none"><li>- Oral comprehension strategies: identification of key words and expressions; anticipation and formulation of hypotheses based on prior knowledge of the situation, selection, interpretation, inference.</li><li>- Oral production strategies: compensation, formulas for the beginning, maintenance and completion of the oral text. Semi-formal texts, unplanned, face-to-face.</li><li>- Oral interaction strategies: formulas for starting, maintaining and ending the conversation.</li><li>- Oral interaction formulas: supply and demand for clarification, confirmation of information and comprehension, episodes of linguistic collaboration, self-corrections and mutual corrections.</li><li>- Rules of respect in oral interactions: basic linguistic formulas of courtesy, agreement and discrepancy.</li><li>- Pragmatics:<ul style="list-style-type: none"><li>o Language functions.</li><li>o Semi-formal and non-formal linguistic registers.</li><li>o Argumentative and descriptive text genres.</li><li>o Non-formal context.</li><li>o Gestures. Use of complementary visual support.</li></ul></li><li>- Lexis and semantics:</li></ul>



- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>○ Usual and specific vocabulary from the academic field, and from topics of personal and general interest.</li><li>○ Synonymy, antonymy, derivation, composition.</li><li>○ Prefixes and suffixes.</li><li>- Morphology and syntax:<ul style="list-style-type: none"><li>○ Connectors, textual markers, punctuation marks.</li><li>○ Compensation strategies: synonymy, periphrasis, paraphrase.</li><li>○ Sentence structure.</li></ul></li></ul> |
|--|--|

## Scenes of movies and films



### **7.1.3. Running dictation**

#### **Rules of the game**

##### **Preparation**

Play in groups of 3-5 students. There is a writer in each group who has to sit down on a desk and who needs a pen and a paper. Prepare the class leaving an open area for students to run back and forth. Post the texts on different walls of the class. Each group has assigned a paper with the same text, which is posted on a specific wall in the class so all the groups deal with the same topic and final question.

##### **Procedure**

The writer of each group sits down at a desk with a paper and a pen while the rest of the group members have to do a line in front of the text at a distance of 3 metres at least. The first player in the line has to run to the paper and memorise as many words as possible. Then, he/she has to go back to the writer and dictate him/her what he/she had memorised. Meanwhile, Player 2 is in front of the text memorising the next words. The rest of the players follow the same procedure. There cannot be more than one player either in front of the text or dictating to the writer. Players must whisper to their partners and not speak in a normal voice. Any voice above a whisper and the game is over for that team. Spelling words out is also accepted. Once a group has finished writing the text, they have to discuss in group the answer of the final question. When a group has completed this last step, the game ends. The teacher is in charge of awarding the points of each group. The fastest group to finish scores 1 point; the group whose text has fewer mistakes scores 1 point; and there is 1 extra point for the team that knows the right answer to the final challenging question.

##### **How to win**

The group with the most points at the end is the winner of the game.

### Game characteristics

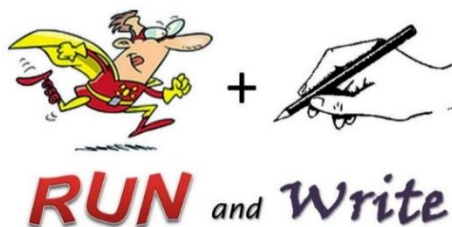
<b>Level</b>	A2-B1
<b>Time</b>	15-20 minutes
<b>Interaction</b>	Groups of 3-5 students
<b>Aims</b>	To write the text provided as fast as possible and to answer its question by means of group work and interaction.
<b>Competences</b>	Competence 1. To obtain information and interpret oral texts from everyday life, the media and the academic field.  Competence 3. To use oral interaction strategies in accordance with the communicative situation to initiate, maintain and finish the discourse.
<b>Key contents</b>	<ul style="list-style-type: none"><li>- Oral production strategies: compensation, formulas for the beginning, maintenance and completion of the oral text. Semi-formal texts, unplanned, face-to-face.</li><li>- Oral comprehension strategies: identification of key words and expressions; anticipation and formulation of hypotheses based on prior knowledge of the situation, interpretation, inference, retention.</li><li>- Oral interaction strategies: formulas for starting, maintaining and ending the conversation; supply and demand for clarification, confirmation of information and understanding, collaboration, self-correction, mutual correction.</li><li>- Rules of respect in oral interactions: basic linguistic formulas of courtesy, agreement and discrepancy.</li><li>- Pragmatics:<ul style="list-style-type: none"><li>o Semi-formal linguistic register.</li><li>o Language functions.</li><li>o Texts in a written format.</li><li>o Argumentative text genre.</li></ul></li><li>- Phonetics and phonology:<ul style="list-style-type: none"><li>o Prosodic elements.</li></ul></li><li>- Lexis and semantics:<ul style="list-style-type: none"><li>o Usual and specific vocabulary of the academic field, and topics of personal and general interest.</li></ul></li></ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- Morphology and syntax:<ul style="list-style-type: none"><li>○ Connectors, textual markers, punctuation marks.</li><li>○ Sentence structure.</li></ul></li></ul> |
|--|---|

## RUNNING DICTATION

My friend Sabrina is a singer. She likes to sing in a very famous pub. Perhaps you also like her as everybody does. You have to listen to her! In fact, you can't miss any of her concerts. Sabrina has a beautiful daughter and they love each other very much. Her daughter is Helena. She can run really fast. That is because she is a professional runner and she participates in national competitions every year. If you want, you can see her on stadium, but you have to buy the tickets now and you can't be late. You can't miss it. Be there on time because there will be many running followers who like Helena very much. See you there. Bye bye.

FINAL QUESTION: What person may you like?



#### **7.1.4. Noughts & Crosses**

##### **Rules of the game**

##### **Preparation**

Play in pairs. Each pair needs a paper with the *Noughts & Crosses* grid, a pencil and a rubber. Prepare a nine-box grid, filling each box with an example of a modal verb or any learning content that you want to work with.

##### **Procedure**

Each group member has to sit in front of his/her classmate and Player 1 chooses a box. Before writing a nought or a cross on it, he/she has to say what type of modal verb is the one that is written in the box that he/she has chosen and to give an example using it adequately. If he/she can answer to what he/she is asked successfully, he/she can draw a nought or a cross in that box. If not, he/she has to choose another box and follow the previous instructions again. Then, it's Player's 2 turn who has to follow the same procedure as his/her classmate. If there is no chance to continue playing because any of the available boxes do not allow players to do three in a row, the game is over and nobody wins. If there is a three in a row with any of the two symbols, the game is over and the player with that symbol is the winner. Learners can play more than once.

##### **How to win**

The player who first gets the three boxes in a row either horizontally, vertically or diagonally wins.

### Game characteristics

<b>Level</b>	A2-B1
<b>Time</b>	10 minutes
<b>Interaction</b>	In pairs
<b>Aims</b>	To recognise the different types of modal verbs and make grammatically correct sentences using them.
<b>Competences</b>	Competence 1. To obtain information and interpret oral texts from everyday life, the media and the academic field. Competence 2. To plan and produce oral texts of various types appropriate to the communicative situation.
<b>Key contents</b>	<ul style="list-style-type: none"><li>- Oral production strategies: compensation, formulas for the beginning, maintenance and completion of the oral text. Semi-formal texts, unplanned, face-to-face.</li><li>- Oral interaction strategies: formulas for starting, maintaining and ending the conversation; formulas of courtesy.</li><li>- Oral comprehension strategies: identification of key words and expressions; anticipation and formulation of hypotheses based on prior knowledge of the situation, selection, interpretation, inference.</li><li>- Oral interaction formulas: supply clarification, self-corrections.</li><li>- Pragmatics:<ul style="list-style-type: none"><li>o Language functions.</li><li>o Semi-formal linguistic register.</li><li>o Formal context.</li></ul></li><li>- Phonetics and phonology:<ul style="list-style-type: none"><li>o Prosodic elements.</li></ul></li><li>- Lexis and semantics:<ul style="list-style-type: none"><li>o Usual and specific vocabulary from the academic field, and from topics of personal and general interest.</li></ul></li><li>- Morphology and syntax:<ul style="list-style-type: none"><li>o Connectors, punctuation marks and textual markers.</li><li>o Sentence structure.</li></ul></li></ul>



- Compensation strategies.

## Noughts and crosses



<i>Should</i>	<i>Can</i>	<i>Must / Have to / Has to</i>
<i>Can't</i>	<i>Have to / Has to</i>	<i>Will be able to</i>
<i>Could</i>	<i>Shouldn't</i>	<i>May / Might</i>

### **7.1.5. Vocabulary Wheel**

#### **Rules of the game**

##### **Preparation**

Divide the class into two large groups. Print the Roulette on a paper or you can use it on the computer, but only students who stand in front of it can see it.

##### **Procedure**

Think of a number from 1 to 10 and write it on a paper. Ask each group what number have you written on the paper in order. The group who answers correctly is the first to start playing. One player of Group 1 has to stand up and spin the wheel. Then, he/she has to provide his/her classmates with a good description of the word chosen without mentioning it. If the speaker mentions by mistake the word that he/she is has to describe, his/her group loses its turn. It is not a competition to see which is the fastest group to answer, but which is the group who gives the best answer. So, in order to avoid rapid and invalid responses, in case that the answer given is incorrect, that group loses 1 point. When a group guesses the answer, it wins 2 points and it is Group's 2 turn, which follows the same procedure explained so far. The vocabulary words may be repeated so students have to pay attention to them. If a group guesses a repeated word, it wins half point. The teacher is in charge of awarding the points of each group and writing them on the blackboard.

##### **How to win**

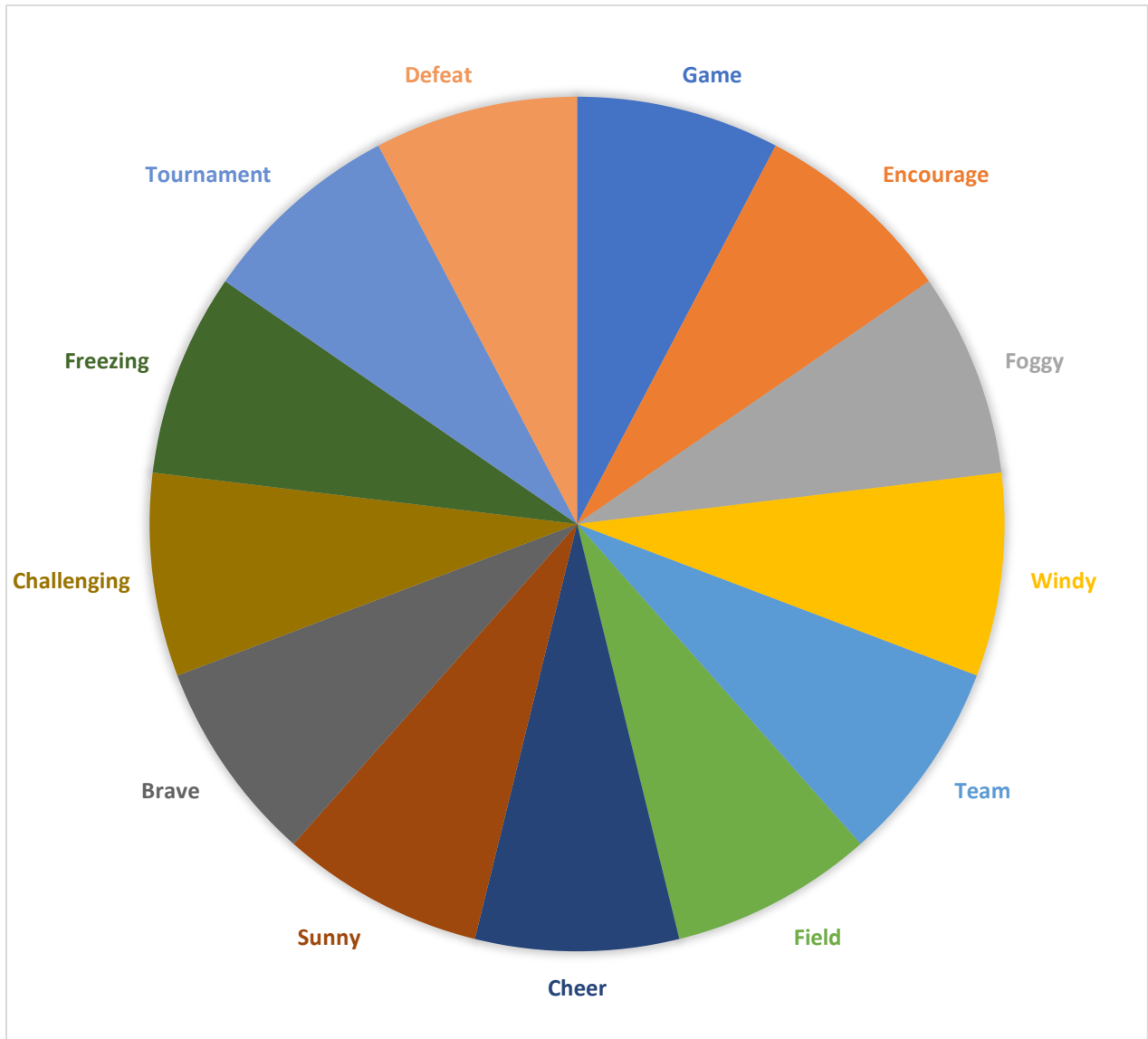
The group with the most points at the end is the winner of the game.

### Game characteristics

<b>Level</b>	A2-B1
<b>Time</b>	15 minutes
<b>Interaction</b>	Two large teams
<b>Aims</b>	To describe words from the vocabulary list of the unit.
<b>Competences</b>	Competence 1. To obtain information and interpret oral texts from everyday life, the media and the academic field.  Competence 2. To plan and produce oral texts of various types appropriate to the communicative situation.
<b>Key contents</b>	<ul style="list-style-type: none"><li>- Oral production strategies: compensation (synonymy), formulas for the beginning, maintenance and end of the oral text.</li><li>- Oral comprehension strategies: identification of key words and expressions, anticipation and formulation of hypotheses based on previous knowledge about the situation, selections, interpretation, inference, retention.</li><li>- Oral interaction strategies: beginning, maintenance and end of the conversation.</li><li>- Oral interaction formulas: supply for clarification, confirmation of information and comprehension, self-corrections.</li><li>- Rules of respect in oral interactions: basic linguistic formulas of courtesy.</li><li>- Pragmatics:<ul style="list-style-type: none"><li>o Language functions.</li><li>o Gesture.</li><li>o Semi-formal linguistic register.</li><li>o Descriptive text genre.</li><li>o Formal context.</li></ul></li><li>- Phonetics and phonology:<ul style="list-style-type: none"><li>o Prosodic elements.</li></ul></li><li>- Lexis and semantics:<ul style="list-style-type: none"><li>o Usual specific vocabulary of the academic field, and of topics of personal and general interest.</li></ul></li></ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>○ Synonymy and antonymy.</li><li>- Morphology and syntax:<ul style="list-style-type: none"><li>○ Compensation strategies.</li><li>○ Sentence structure.</li></ul></li></ul> |
|--|---|

# Vocabulary Wheel



## 7.2. APPENDIX 2: Speaking Activities Assessment

### 7.2.1. Peer-assessment (1)

#### Oral task assessment

Student/s \_\_\_\_\_

Date \_\_\_\_\_

Name of oral presentation / Topic \_\_\_\_\_

Points earned out of 55 \_\_\_\_\_

Final mark \_\_\_\_\_

SPEECH										
Volume	1	2	3	4	5	6	7	8	9	10
Eye contact	1	2	3	4	5	6	7	8	9	10
Gestures	1	2	3	4	5	6	7	8	9	10
Intonation	1	2	3	4	5	6	7	8	9	10
Fluency	1	2	3	4	5	6	7	8	9	10
Pronunciation	1	2	3	4	5	6	7	8	9	10
LANGUAGE										
Vocabulary	1	2	3	4	5	6	7	8	9	10
Grammar (errors)	1	2	3	4	5	6	7	8	9	10
Verbal Tenses: <ul style="list-style-type: none"><li>○ Errors</li><li>○ Present</li><li>○ Past</li><li>○ Future</li><li>○ Conditionals</li><li>○ Perfect and continuous</li></ul>	1	2	3	4	5	6	7	8	9	10
Coherence <ul style="list-style-type: none"><li>○ Errors</li><li>○ Connectors</li></ul>	1	2	3	4	5	6	7	8	9	10

○ Introductory sentences										
<b>ORGANISATION</b>										
Introduction	1	2	3	4	5	6	7	8	9	10
Body	1	2	3	4	5	6	7	8	9	10
Conclusion	1	2	3	4	5	6	7	8	9	10
Creativity	1	2	3	4	5	6	7	8	9	10

✚ What feature of this presentation was least effective?

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✚ What was the greatest strength of this presentation?

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✚ Overall comments:

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### 7.2.2. Peer assessment (2)

#### Descriptive Oral Presentation

Evaluator's Name: \_\_\_\_\_



Name of Presenter: \_\_\_\_\_

**1 – Oh, not there yet!**

**2 – Getting there!**

**3 – Well done, you've got it!**

**4 – Wow! Simply amazing!**

CONTENT	1	2	3	4
1. He/she stated the information clearly.				
2. He/she based the information on the main topic.				
3. He/she presented accurate facts.				
<b>ORGANISATION</b>				
1. He/she presented a logical order of ideas.				
2. He/she used smooth transitions between ideas.				
3. All required information was in the speech.				
<b>DELIVERY</b>				
1. He/she spoke clearly and with good pace.				
2. He/she sounded confident.				
3. He/she showed a good command of English language.				
<b>Overall score:</b>				
 Favourite part of the presentation:  _____				
 Suggestion for improvement:  _____				

### 7.2.3. Individual Self-assessment

Fill in the following checklist by putting a cross in the appropriate box (YES or NO) for each statement:

SELF-ASSESSMENT	YES	NO	Comments
<b>Overall impression:</b> I provided an inviting opening. I performed a descriptive talk. I described visuals. I did not appear nervous. I managed the time properly. I did not read my notes. My language was clear. My presentation was well-organised.			
<b>Language use:</b> I can talk in 3 <sup>rd</sup> person singular. I can talk about past habits and routines. I can use appropriate descriptive language. I can distinguish between formal and informal English.			
<b>Total number of crosses:</b>			

Evaluation: If your total number of YES crosses is 8 or above, you are likely to have done a successful oral performance.

- ✚ What is one thing I did very well?
- ✚ What is one thing I can improve?
- ✚ How did I feel when I gave my presentation? Why?

### 7.2.4. Teamwork Self-assessment

Your Name \_\_\_\_\_

Assess your group members using the guidelines in the chart below:

Categories	Assessment criteria			
	4	3	2	1
<b>Team work and participation</b>	Always helped others and cooperated with them. Always interested in other's contributions and respected their work. Offered useful ideas. Stimulated group work.	Usually helped others and cooperated with them. Usually interested in other's contributions and respected their work. Usually offered useful ideas. Did not cause group problems.	Sometimes helped others and cooperated with them. Often interested in other's contributions and respected their work. Offered some useful ideas. Sometimes got distracted easily.	Uncooperative and unhelpful. Hardly ever offered useful ideas. Hardly ever interested in other's contributions or respected their work. Disturbed the group.
<b>Focus on the task</b>	Always focused on the task and on his/her duties. Self-organised and expressed empathy towards the group.	Usually focused on the task and on his/her duties. Group members could count on him/her.	Sometimes focused on the task and on his/her duties. Group members had to ask him/her to carry out the task.	Did not focus on the task and on his/her duties. Let others do the work.
<b>Proper attitude</b>	Always kept a good relationship with his/her classmates and teacher. Made the best use of time.	Usually kept an appropriate relationship with his/her classmates and teacher. Made a good use of time.	Usually kept a good relationship with his/her classmates and teacher. Made an incorrect use of time.	Did not keep a good relationship with his/her classmates and teacher. Did not make a good use of time at all.
<b>Use of the material and school facilities</b>	Always took care of the material and used it correctly. Always contributed with the good condition and maintenance of the school facilities.	Often took care of the material and used it correctly. Often contributed with the good condition and maintenance of the school facilities.	Usually took care of the material and used it correctly. Did not contribute much with the good maintenance of the school facilities.	Did not take care of the material and used it correctly. Did not contribute with the good condition and maintenance of the school facilities at all.

List your group members and rate them on the following table, based on the previous 1-4 rubric.

NAME	Team work and participation	Focus on the task	Proper attitude	Use of the material and school facilities

✚ What was your contribution to the group?

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✚ We did best at\_\_\_\_\_

✚ Next time we could improve at\_\_\_\_\_

### 7.2.5. Teacher's Rubric

#### Oral task assessment

Student's name:

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Categories	Assessment criteria				Points
	4	3	2	1	
<b>Content</b>	There is a clear message and a well-explained topic. All the required contents are contained in the presentation. It is original and really creative.	There is a clear message most of the time and the topic can be generally understood. It lacks 2 sections in the presentation. Some originality and creativity are perceived.	There is an unclear message, but basic ideas may be understood. Most of the contents are missing in the presentation. Not very original and creative.	There is an unclear message and no understanding is possible. The content is too short. Too simple and uncreative.	
<b>Grammar, vocabulary and language use</b>	There is a correct use of grammar. The speaker uses an appropriate and precise vocabulary. There is a correct word choice and a great variety.	There is a correct use of grammar most of the time. The speaker usually uses an appropriate and precise vocabulary. There is a correct word choice, but they are occasionally used inaccurately.	There are often some mistakes in grammar. The speaker uses sometimes an appropriate and precise vocabulary. The speaker's word choice leads to a good communication, but it lacks variety.	There are many mistakes in grammar and the speaker cannot be understood. The vocabulary is simple and plain. The word choice is limited, and it does not capture the listener's interest.	
<b>Body language, eye</b>	Looks relaxed and confident. The speaker is looking at all the	Looks a bit nervous but confident at times. The speaker is looking at all	Looks quite nervous and insecure. The speaker establishes eye contact	Very nervous or careless. The speaker rarely looks at the	

<b>contact and preparedness</b>	audience all the time. The student has prepared the task in advance. He/she almost does not read from his/her notes.	the audience most of the time. He/she seems to be quite prepared. Reads his notes very few times.	with a particular member of the audience (teacher). More rehearsal is lacking. Sometimes reads.	audience. He/she does not seem to be prepared to present at all. Reads all the time.	
<b>Volume and pronunciation</b>	Volume is loud enough to be heard by the audience. The student mispronounces very few words.	Volume is loud enough to be heard by the audience at least 90% of the time. The student mispronounces more than 4 words.	Volume is loud enough to be heard by the audience at least 80% of the time. The student mispronounces more than 6 words.	Volume often too soft to be heard by all the audience. The student mispronounces many words.	
<b>Organisation</b>	Coherent and logical, with good explanations.	Logical order most of the time, with some explanations.	Some basic order with few explanations.	Generally disorganised and with no explanations.	
<b>TOTAL SCORE:</b>					

Additional comments:

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